

# **Improvement Of Social Studies Learning Results By Group Investigation Type (Gi) Of The Cooperative Learning Model On Elementary School In Padang**

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## **Abstract**

This research is motivated by Social Studies learning by Elementary School students in Padang. At that time, learning process is not so attractive by the students because it was centered on the teacher, and the students were merely act as listeners. Teachers more often lecturing students with a little question and answer session, and teachers rarely use certain learning model. The purpose of this study was to describe the learning outcome of the Social Studies students by using Group Investigation (GI) type of the Cooperative Learning Model in the Primary School. This model provides the opportunity for the students to search and find information from a variety of sources inside and outside the classroom. The type of this research is the Classroom Action Research (CAR) using qualitative and quantitative approaches. The subjects were teachers and 25 students of class V. The research procedures includes planning, implementation, observation, and reflection. The implementation consists of two cycles. If in the cycle I we have not gained the maximum result, then proceed to the cycle II. Each cycle consists of two stages of learning. The results showed an increase in student learning outcomes in the first cycle has increased in the second cycle with excellent qualifications. From the learning plans assesment result, in the first cycle was found 75%, and increased in the second cycle into 96.42%. From the observation in teacher aspect, an increase of 71.63% to 93.18% in the second cycle, while the aspect of students also increased from 71.50% to 93.18% in the second cycle. Student learning outcomes by using the GI type of the Cooperative Learning Model in Social Sdudies learning is also increased, namely the class average value of 72.21 in the first cycle increased to 88 in the second cycle.

**Keywords: Social Studies, Learning Outcomes, Group Investigation Type of Cooperative Learning Model.**

## **Abstrak**

Penelitian ini dilatarbelakangi oleh pembelajaran Ilmu Pengetahuan Sosial (IPS) Sekolah Dasar. Pembelajaran masih kurang menarik karena aktivitas belajar hanya terpusat kepada guru, peserta didik lebih banyak pasif. Guru lebih dominan dan berceramah dan sedikit tanya jawab dengan pesrta didik. Guru belum banyak menggunakan model pembelajaran variatif. Suasana pembelajaran di SDN Lubuk Minturun Padang masih belum kondusif. Tujuan penelitian ini adalah untuk mendeskripsikan peningkatan proses dan aktvitas hasil belajar peserta didik dalam pembelajaran Ilmu Pengetahuan Sosial dengan menggunakan Cooperative Learning tipe *Group Investigasi (GI)*. Model ini memberikan kesempatan kepada peserta didik untuk mencari dan menemukan informasi dari berbagai macam sumber di dalam dan di luar kelas. Jenis penelitian adalah Penelitian Tindakan Kelas (PTK) dengan

menggunakan perpaduan pendekatan kualitatif dan kuantitatif. Subjek penelitian ini adalah guru dan 25 orang peserta didik kelas V. Prosedur penelitian meliputi, perencanaan, pelaksanaan, pengamatan, dan refleksi. Pelaksanaannya terdiri atas dua siklus. Apabila pada siklus I belum memperoleh hasil maksimal, maka dilanjutkan kepada siklus II. Setiap siklus terdiri dari 2 tahap pembelajaran. Hasil penelitian menunjukkan adanya peningkatan proses dan hasil belajar peserta didik pada siklus I telah meningkat pada siklus II dengan kualifikasi sangat baik. Selanjutnya hasil penilaian terhadap rencana pelaksanaan pembelajaran oleh guru pada siklus I didapat 75%, dan meningkat pada siklus II menjadi 96,42%. Hasil pengamatan pelaksanaan pembelajaran pada aspek guru meningkat dari 71,63% (siklus I) menjadi 93,18% pada siklus II, sedangkan pada aspek peserta didik aktivitas juga meningkat dari 71,50% menjadi 93,18% pada siklus II. Hasil belajar peserta didik didapat 72,21 pada siklus I meningkat menjadi 88 pada siklus II.

**Kata kunci:** *Ilmu Pengetahuan Sosial, Proses dan Hasil Belajar, Model Kooperatif Tipe Group Investigation*

## **Introduction**

Social Studies learning in elementary school aims to enable students to have a simple insight about the basic concepts of the Social Studies and humanities that will form the learners to become citizens and responsible citizens. Mastery of concepts in a learning is a must. In everyday life, social concepts are used in almost every side of human life. If this concept has not been mastered by the students, it is difficult for children to understand more things that are associated with its operations.

Social science, is a subject that examines social issues relating to human life that involves all the behavior and life. According to the Ministry of Education (2006) that the Social Studies examines a set of events, facts, concepts, generalizations relating to social issues. It seeks and applies theories, concepts and principles of the Social Studies to examine the experiences, events, symptoms, social problems which significantly occur in the life of society. Social Studies subjects, in primary school is not merely rote, but students are expected to have knowledge and insight into the basic concepts social. Therefore, students are expected to have skills and good attitude in solving problems in the complex and challenging community life. The purpose Social Science learning by the Ministry of Education (2006) is that students have the following capabilities:

1) Know the concepts related to the life of the community and the environment. 2) have the basic ability to think logically and critically, curiosity, inquiry, and problem solving skills in social life. 3) have the awareness and commitment to social values and humanity. 4) have the ability to communicate, cooperate and competent in a pluralistic society at the local, national and global.

Learning Social Studies will produce some advantages and value in the development of learners potential (Stahl, 2005) are: (1) increase the sense of responsibility of the individual, (2) foster positive interdependence, (3) allow on building relationships that are open, (4) allows the development of social skills in an optimal and (5) train students to live in a society.

Based on the above description is very clear, that the goal is to educate and provide basic supplies to the student's ability to develop themselves according to their

talents, interests, abilities, and is responsible in solving the problems faced by the social environment.

In order to realize the purpose of learning, the teacher can use models that vary in learning, so that it can form the students to critical thinking, active, and engaged in learning, so that learning becomes meaningful, interesting and fun. In the learning process the teacher should be able to create a learning atmosphere so that students actively ask, capable of solving problems and dare express an idea or ideas.

In developmental psychology, elementary school students categorized as being in early stages of development of concrete thought. In response, given the social studies concepts is a broad and abstract concept, it is necessary to find a way to educate students so that they can understand the concept. To understand the concepts and theories in Elementary School, one type of cooperative learning model that is suitable for use in teaching Social Science is a type Group Investigation (GI), which is one of the cooperative learning models that can empower students' ability to think.

Cooperative learning stems from a philosophical view of the learning concept. John Dewey in his book entitled "Democracy of Education" (Nur, 2006), the concept of education said that the class should be a mirror of society and serves as a laboratory for learning about real life. Dewey suggested that the teacher creates a learning environment that is characterized by democratic social environment and the scientific process. The responsibility of a teacher is to motivate students to work cooperatively and thinking about social issues that take place in learning. In addition of the efforts to solve the problem in a cooperative group, from day to day students learn the principles of democracy through interaction among peers and community.

Group Investigation cooperative learning model can train students' ability to think independently, in which there is a situation in which students interact and communicate with each other with a variety of information and do work in groups to plan the topics, conduct an investigation, make a report, presenting and evaluate the activities that have been carried out. Model investigation group has advantages, which this model combines academic research, social integration, and the process of social learning. The stages of learning by applying cooperative learning approach GI type can be seen in the following table (Slavin, 2010).

#### **Stages of GI Type of Cooperative Learning Model**

<b>Phase I</b> Identify the topic and divide students into groups	Teachers give students opportunities to contribute about what will be learned. The division groups is heterogeneous
<b>Phase II</b> Planning the investigation in the group	Planning the investigation in the group. The group split sub-topics to all members of the group. Then make a plan of the problem to be investigated.
<b>Phase III</b> Carry out investigations	Students collect, analyze and evaluate information, make conclusions and apply part of their duties to the new knowledge in achieving solutions group problems
<b>Phase IV</b> Prepare a final report	Prepare a final report. Each group prepares the final project to be presented to the class.

<b>Phase</b> Presenting the report	<b>V</b> final	Students present their work. Another group still follow
<b>Phase</b> evaluation	<b>VI</b>	Evaluation is done by covering the entire sub-topics that have been presented.

Based on observations made by the author in State Primary School 10 Lubuk Minturun, the city of Padang, in November 2014, it appears that the results obtained studying Social Science students are still low. It was observed that the teachers in implementing the learning process Social Studies:, 1) teachers are still dominant discourse model in the delivering material content, so it is less encouraging attention, interest and motivation of the students in learning, 2) teachers rarely use models that make students active learning in the classroom , 3) teachers rarely involve students in the learning process and interaction, 5) the teacher does not train students to find their own answers to the problems faced.

The problem of aspects of the teacher impact on student aspects, namely: 1) students are more into the listener, making it less visible attention, lack of interest and motivation of students in learning, 2) students are rarely grouped into subjects resulting in less social skills, 3) in the students' learning is not gain experience of learning, 4) students are not trained in finding the answer to the problems encountered in learning.

Based on the above issues, it is known that the Social Studies student learning outcomes are less satisfactory, with an average of just 64.18, and has not met the minimum standards mastery criteria set by the school, namely 75.

To solve the problem, this study tries to apply the cooperative learning model in teaching Social Studies in the fifth grade of the Elementary School. According to Sharan (in Isjoni, 2007), students that learn by using cooperative learning model will have a high motivation because aided by peers. Learning also results in improved academic skills, improve critical thinking skills, establish friendly relations, receive a variety of information, learning to use manners, increasing student motivation, learning to reduce the unfavorable behavior and help students to appreciate the main ideas of others.

Cooperative learning model that was used in the study in the 5th grade Elementary School is the Group Investigation (GI) type, which is one of the teaching model of cooperative learning that empowers students' ability to think. This model provides the opportunity for students to search for and find information from a variety of sources inside and outside the classroom. Slavin (2010) states that:

An important aspect in the model group investigation is cooperative planning students on what is required of them. Members of the group took part in the planning of various dimensions and the demands of their projects. Together they determine what they want to investigate in connection with their efforts to "resolve the problems they face; what resources they need; who will do anything; and how they will display their finished projects presented to the class. Usually there is a division in the group assignments that encourage positive interdependence among group members.

Based on the above, the Group Investigation type of Cooperative Learning model can train students to cultivate the ability to think independently. Active student involvement can be seen from the first stage to the final stage of learning, and has a good ability to communicate well in a group process skills.

Based on the above, this study describes specifically, (1) Social Studies lesson plan using the Group Investigation type of the cooperative model of in Elementary Schools, (2) the implementation of the Social Studies learning using the GI cooperative models and (3) what is the Social Studies learning outcomes by implementing the GI type cooperative model. The purpose of this study was to describe the Social Studies learning, and to improve student learning outcomes in learning using cooperative learning model of type Group Investigation (GI).

### **Methodology**

This is a Class Action Research study, which conducted by education practitioners who wants change and improvement of the learning process. As noted Kunandar (2008) "Class Action Research is a reflection of activities performed by actors of education in educational situations to improve the rationality and justice of (a) the educational practices, (b) their understanding of these practices, (c) a situation in which the implemented practices and research-based to class".

The approach used in this study is a qualitative and quantitative. According Emzir (2011), a qualitative approach is primarily use knowledge based constructivist paradigm. Furthermore, according Sugiyanto (2011), quantitative research methods can be interpreted as a research method that is based on the philosophy of positivism, used to examine the population or a particular sample, data collection techniques using research instruments, quantitative data analysis/statistics with the aim to test the hypothesis which have been set.

The subjects were students in grade 5 with a number of 37 people, including 16 boys and 21 girls. The source of data that used in this study is a learning process that consists of the planning, execution, and learning outcomes. The research data was collected using the results of observations and test results. In this study, the instrument used in the form of sheets of the observation of the lesson plan, the sheet on the observation of aspects of teachers and students as well as aspects of the test results. Data collected by researchers by conducting research directly. The data obtained is processed by 4 stages (Arikunto 2006), ie stage 1) planning, 2) the implementation 3) observation, 4) reflection.

### **Result**

**The first cycle;** The results of the study in the first cycle consists of the implementation of the GI cooperative model and the activities of students during the learning process that takes place in accordance with the components available on the observation sheet, and results of student learning tests conducted every meeting. The experiment was conducted as much as 2 meetings.

**Planning** at the first stage, the use of learning models in GI type Cooperative learning arranged in the form of lesson plans in which already included the steps of the GI type. Learning material was taken based on the 2006 National Curriculum, Social Studies subjects in elementary schools for fifth grade. The standard of learning competence is, "Appreciate The Role Of Our Hero And The Community In Preparing And Maintaining The Independence Of Indonesia". Competence is basically, "Appreciate services and the role of leaders in preparing Indonesia's independence struggle".

Learning materials chosen are about characters who play a role in preparing the independence of Indonesia for the first cycle of the first meeting, then these figures efforts in preparing the independence of Indonesia for the first cycle of meetings II. To assess the performance of teachers provided observations observation sheet to be filled learning activities. Observations include (a) the clarity of the formulation of learning objectives, (b) the selection of teaching materials, (c) the organization of teaching materials, (d) the selection of the source / instructional media, (e) Clarity of the learning process, (f) learning technique, (g ) completeness of the instrument.

Learning **implementation** in the first cycle is adapted to GI type Cooperative models steps in accordance with the steps that was set out by Slavin (2010), 1) Identify the topic and organize students into groups, 2) Planning for the task to be learned, 3) Carry out an investigation, 4) Prepare the final report, 5) Present the final report, and 6) evaluation.

In order to observe the students' learning outcomes, conducted through an assessment of the three domains, namely the assessment of cognitive, affective and psychomotor. According to Gagne (in Agus 2010) learning outcomes are, 1)) verbal information, ie the capability of expressing knowledge in the form of language, both oral and written; 2) intellectual skills is the ability to present the concept and symbol; 3) cognitive strategies that channeling and directing skills cognitive activity itself; 4) motor skills is the ability to perform a series of physical movements in the affairs and coordination, to realize automatism physical motion; and 5) the attitude is the ability to accept or reject the object based on the assessment of the object.

Student learning outcomes in the first cycle is apparently not a maximum, where the results of cognitive assessment conducted on the first cycle the average values obtained 70.29 student affective ratings with an average value of 74.58 and psychomotor assessment with an average value of 71.17 . Overall student learning outcomes in the first cycle obtained an average score of 72.21 and a mastery level achieved was 51.35%.

**Observations** on the first cycle of the 2 meetings, the implementation of learning obtained in the first cycle the first meeting, the percentage of the average score is 66% of teacher activity and the percentage of the average score of student activity is 68.18%. In the first cycle of the second meeting, the percentage of the average score is 77.72% of teacher activity and the percentage of the average score of student activity is 75%.

**Reflection**, based on the observations and the results of tests conducted, it can be concluded that the learning outcomes have not reached the expected success category when compared completeness criteria specified. Thus the study continued to cycle II.

**Second cycle**; continue to use the process of implementation of GI type of Cooperative learning model in accordance with the steps that have been determined. As follows.

**Planning.** At this stage, structured lesson plan. Planning in the second cycle is organized by the allocation of 3 x 35 minutes. Learning material taken based on the National Curriculum for Social Studies subjects for fifth grade Elementary School. Assessment of the planning and implementation of a teacher who made the assessment is carried out through the sheet consists of, (a) the formulation of clear learning objectives, (b) the selection of teaching materials, (c ) organizing teaching materials, (d) the selection of the source / instructional media, (e) Clarity of the learning process, (f) learning techniques, (g) the completeness of the instrument. Based on observations

made on the second cycle percentage score is 96.42% with very good criteria. This show has been the efforts of teachers to enhance the learning of the previous meeting.

**Implementation**, in the second cycle also refers to the type Cooperative Group Investigation (GI). In order to observe the students' learning outcomes, conducted through an assessment of the three domains, namely the assessment of cognitive, affective and psychomotor. Student learning outcomes in the second cycle is reached has increased from the previous meeting, the results of assessment of cognitive domains with an average value of 83.78 students, affective assessment with an average value of 92.95 and psychomotor assessment with an average value of 86.03 . Overall student learning outcomes in the second cycle obtained an average score of 88 with good criteria and the level of mastery is achieved is 97.30%.

Observations, in the second cycle of observations made to find the learning implementation in the second cycle is the percentage of teacher activity score 93.18% and the percentage of the average score of student activity is 93.18%. This suggests that the criteria for successful implementation included in the category of learning is very good.

Reflection, based on the results of observations and test results of the students who do, it can be concluded that the learning outcomes have reached the category of very good success versus completeness criteria specified learning outcomes of school is 75. Thus the learning outcome of Social Studies students in the fifth grade existing basic improvement.

## **Discussion**

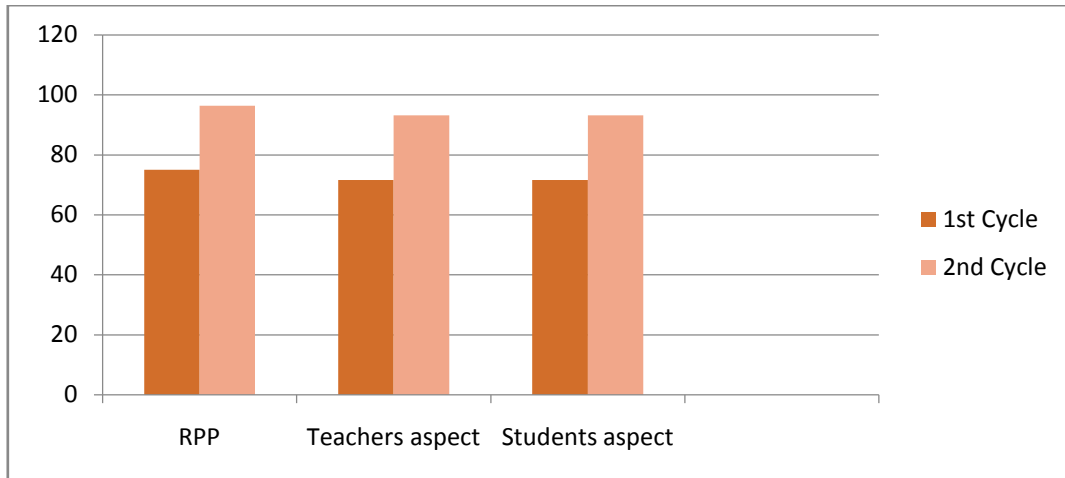
From the results of the implementation of this study, in the first cycle, both the implementation and the activities of teachers and students as well as test results have not been up and has not been as expected, there are many students who do not understand it well so there are still some students who have not completed. We certainly wish that students are more active and interested, more to ask, and can answer questions with a good teacher. In the learning plan by the teacher, the teacher must be able to plan learning activities to be accomplished attention and hold it well and result expected learning objectives beforehand.

From the analysis of the research in the first cycle, students' learning outcomes obtained with the average score is 72.21 with a percentage of 51.35% mastery learning outcomes. Still far compared with 75% criteria. Thus, learning in the first cycle is not successful. Based on the observed data exposure to the first cycle, it is planned to carry out repairs on the second cycle of learning.

Planning in the second cycle with very good success. In general in this second cycle of learning has been going on as expected. This indicates that the Social Science learning using Group Investigation of the Cooperative learning model carried out have been effective, because many students learn actively, work in teams, dare to express an opinion in that lesson learning objectives and competencies that are expected to be achieved. This is evidenced by the increasing student learning outcomes than in the first cycle is 72.21 while in the second cycle had gone up to 88.

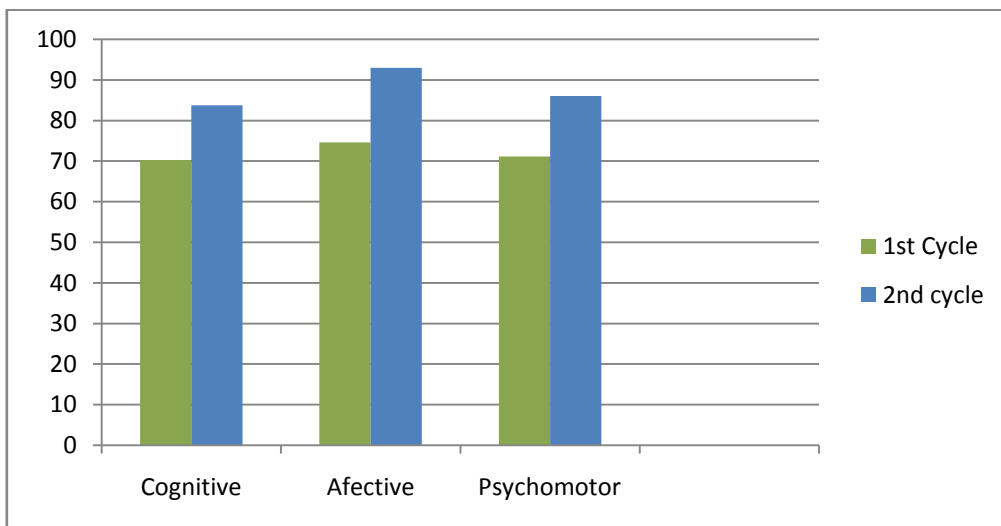
Based on the researchers observed data obtained from the planning aspect of learning for teachers aspects and aspects of Social Studies students in learning by using a model of Cooperative Learning GI type, seen an increase in each cycle. This increase can be seen in the following graph1.:

**Graph 1.**  
**Improved Planning and Implementation**  
**Group Investigation Model (GI) Cycle I and Cycle II**



While student learning outcomes improvement on both aspects of cognitive, affective, and psychomotor learning using GI type of cooperative learning in Social Science can be seen in the following graph 2.:

**Graph 2.**  
**Improved Social Studies Students Learning Outcomes by Using Group**  
**Investigation Model (GI) Cycle I and Cycle II**



Based on the above graph, it can be described that an increase in student learning outcomes of both aspects of cognitive, affective, and psychomotor from the first cycle to the second cycle. Cognitive learning outcomes in the first cycle, 70.29 increase in cycle II to 83.78. Affective learning outcomes in the first cycle 74.58 increase in cycle II to 92.95. Psychomotor learning outcomes in the first cycle 71.17 increase in cycle II to 86.03.



Through this classroom action research, it is demonstrated that the use of Group Investigation type of the Cooperative Learning Models can improve student learning outcomes in social studies subjects. Here the students have been able to develop students' critical thinking skills to have dared to express their opinions in the group and to train students to find their own answers to the problems they are facing. Thus, the application of learning models of type Group Investigation Cooperative learning can make students active, interested and bold argued in the group to learn.

## **Conclusions And Recommendations**

Based on research data and discussion on improving student learning outcomes using GI type of cooperative learning, it can be concluded that the model used can improve student learning outcomes. From the aspect of teachers, lesson planning Social Studies is composed of constituent components consist of competency standards, basic competencies, indicators, learning objectives, learning materials, learning methods, media and learning resources, as well as the assessment of learning, has also been very good, namely, initially in the first cycle 75% increase in cycle II to 96.42%.

The observation of the learning implementation is increased on teachers aspects, originally from 71.63% to 93.18% in the second cycle, while the aspect of students also increased from 71.50% to 93.18% in the second cycle. From the evaluation results seen an increase in the average value of the class of 72.21 in the first cycle to 88 in the second cycle.

Based on the conclusions that have been obtained in this study, proposed some suggestions to consider. Teachers should make Social Science learning plan well, with the necessary learning tools. The implementation of cooperative learning lessons GI type should be done consistently by the steps that have been determined so that the students become active, creative learning fun. GI type of learning cooperative learning should be at experimented also on other classes in elementary school.

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